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ABSTRACT

Most teachers persist in using highly structured teaching methods with pre-school pupils and in trying to teach academic skills for which young children are not prepared. This is the case because many teachers teach as they were taught or in ways that students' parents and relatives want. But researchers find these practices dangerous, and stress that different, developmentally appropriate early learning experiences lead to later academic success. The National Association for the Education of Young Children has defined developmentally appropriate practice, and all early educators should be familiar with their guidelines. However, teachers often find it difficult to implement developmentally appropriate practice, especially when it seems that so many of the most common early teaching activities are inappropriate. But there are sound theoretical reasons to choose developmentally appropriate alternatives to these inappopriate activities, especially when these alternative activities are easy to implement. Several developmentally inappropriate activities that are commonly used by teachers are listed. A 29-item bibliography is included. (SAK)

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Who Said So?

Defining Developmentally Appropriate Activities for Preschool Children

by Sue L. Miles

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There is often a debate between early childhood educators as to the specific qualities and/or characteristics that constitute developmentally appropriate instructional practices and activities for pre-school children. This presentation will provide specific examples of some current practices and help teachers learn how to distinguish elements of appropriateness and inappropriateness in curriculum offerings within pre-school settings.

WHO SAID SO?

DEFINING DEVELOPMENTALLY APPROPRIATE ACTIVITIES FOR PRESCHOOL CHILDREN

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Introduction:

Many children in pre-school are being taught academic skills for which they are not socially, emotionally, physically or intellectually prepared. Some teachers seem to truly believe formal, highly structured teaching is necessary and effective. Even those teachers who have attended classes and seminars where they studied how young children learn often seem to have difficulty basing their curriculum on sound child development principles. Practice of appropriate activities and experiences based on understanding of child development theory is necessary if teachers want to truly help children succeed as children begin to understand and master social relationships, concepts, facts, ideas, and knowledge in their worlds.

Why Is This Happening?

Many adult pre-school teachers teach children as they have been taught. Since the majority of adults now employed in pre-school settings did not attend day care centers or pre-schools and have difficulty remembering what occurred during the first five years of their lives if they did attend, the adults tend to recall and put into practice with young children learning experiences and activities used by their former elementary teachers. These curriculum experiences are inappropriate for children under the age of six years since they are often symbolic in content and largely teacher directed.

There are other reasons why the trend to formalize instruction during early childhood years continues. Many well-meaning but usually uninformed parents and relatives of pre-school children want their children to "learn" early. They believe children will be better prepared to deal with some now rigorous kindergarten and first grade programs if the children are "taught" academic skills earlier. Parents also tend to believe they are getting more for their money if pre-school children are taught to think and act like elementary age children. The not-so-silent message is to hurry and turn children into small adults. Few laymen actually realize the danger of such practices.

David Elkind (1986:632) explains why this practice is very dangerous. After reminding us that young children do not learn in the same way as adults, Elkind elaborates:

> All across the country, educational programs devised for school-age children are being applied to the education of young children . . . The focus on a specific learning task, as demanded by formal instruction, is at variance with the natural mode of learning of the young child.
>
> p. 634

Elkind points out risks from what he labels as "miseducation" of children and discusses both short-term and long-term problems associated with exposing children to formal instruction. Short-term risks that are early symptoms of stress include fatigue, loss of appetite, and decreased efficiency. Long-term risks refer to such occurrences as potential harm to the child's motivation to learn and lack of opportunity for needed early childhood spontaneous learning that comes from modeling and verbal interaction. Finally Elkind (1986:634) points out that when adults intrude in this self-directed learning (referring

to the kind of learning young children need) and insist on their own learning priorities such as reading or math, they interfere with the self-directed impulse of the child.

Importance of the Early Years

Barbara Bowman (1986:3) points out that "Research continues not only to substantiate the finding that young children posses an incredible learning ability, but also makes clear the relationship between the quality of early experience and subsequent development." Bowman (as do many other early childhood educators) discusses the fact that early childhood educators now have research on the long-term effects of quality early childhood programs. The research documents positive educational and social outcomes for children when programs offer appropriate experiences for young children. Quality programs prevent later school drop outs, produce children (and later adults) who are socially better adjusted, increase motivation, save tax dollars spent on special education and produce numerous other benefits.

Appropriate Practice -- What Does It Mean?

There is now a newly accepted term that describes the philosophy and elements of a "quality" program for pre-school children. That term is known as "developmentally appropriate practice."

In the position statement of the National Association for the Education of Young Children concerning appropriate practice in early childhood programs, a definition is provided of the concept "developmental appropriateness." This definition has two dimensions: "age appropriateness" and "individual appropriateness," (Young Children, 1986:53).

Guidelines for developmentally appropriate practice are used as focal points in the written statement. The guidelines for curriculum planning include:

A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through an integrated approach;
B. Curriculum planning emphasizes learning as an interaction process;
C. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials;
D. Learning activities and materials should be concrete, real and relevant to the lives of young children;
E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest;
F. Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children use it and develop understanding and skills;
G. Adults provide opportunities for children to choose from a variety of activities, materials, and equipment, and time to explore through active involvement . . .;
H. Multicultural and nonsexist experiences, materials, and equipment should be provided . . .;
I. Adults provide a balance of rest and active movement for children throughout the day . . .;

J. Outdoor experiences should be provided for children of all ages.[1]

These curriculum guidelines should be studied thoroughly by all people interacting with young children and interpretations of the guidelines should be carefully considered.

Interpreting What Is Appropriate

Since large numbers of early childhood educators are now familiar with the concept of appropriate practice, why do the inappropriate practices continue? Some of the reasons are:

1) The practices are too general and vague for some individuals to understand;
2) Some individuals have difficulty changing from known practice to practice with which they are not familiar;
3) Some people are still not "child centered" in thought since they believe that "child centered" individuals (especially child development instructors) are idealistic and do not function in the "real world";
4) Some teachers simply do not want to practice or have difficulty practicing what they know is best since the old familiar, previously employed practice appears easier;
5) Pleasing parents may be a priority and parents often request what is inappropriate due to lack of knowledge about what is appropriate;
6) The teachers do not realize the damage caused to children's inherent motivation (even though they can easily see motivational problems with elementary students by the time they reach third grade);
7) The teachers cannot see how to separate elements of inappropriateness from otherwise seemingly appropriate activities.

By choosing and examining some of the current practices in pre-school settings it is hoped that teachers will become more adept at recognizing differences between inappropriate and developmentally appropriate practices. As teachers make changes (in old, worn-out rituals, too many teacher-directed activities, lessons that are too symbolic in nature) and see that parents will be thankful as they gain a new understanding of appropriateness, teachers will find renewed personal motivation to use suitable practices. Educating parents about activities and lessons of quality will help teachers facilitate quality practice with children whose parents want to have the very best personal and group pre-school experience.

Activities and Inappropriateness

There are so many activities and experiences practiced in pre-school settings it would be virtually impossible to examine and address the quality of all of them. To help teachers better understand what constitutes appropriate preschool practices, various inappropriate practices that are commonly used have been selected for such examination. It should be remembered that appropriateness is always related to the age (universal, predictable sequences of growth and change that occur in children during pre-school years), as well as the individual (each child is a unique person with an individual pattern and timing of growth, as well as individual personality,

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[1]Young Children, 1986:54-55. (See position paper for all authors names.)

learning style, and family background) appropriateness (NAEYC, 1986:53). To shorten that description for purposes of clarity, appropriateness of activities will be referred to as "age appropriate" activities and "stage appropriate" activities. The following is a list of practices or activities commonly misused by teachers with children under six:

1. teaching the alphabet, numerals, colors, shapes and numbers by rote and through use of workbooks and ditto, photocopied or mimeographed sheets with groups of children; the designation of "letter day," or "letter weeks";
2. activities requiring each child in a setting to complete projects that are teacher selected and teacher directed;
3. activities forcing children to learn to write their names;
4. the majority of crafts;
5. seat work, coloring book pages, most holiday gifts and holiday celebrations, tracing patterns, dot-to-dots, "weekly reader" type papers;
6. rewards such as stickers, stars, raisins, candy, or other items used as extrinsic motivational items;
7. show-and-tell;
8. pledge-to-the flag recitation or other ritualistic forms of recitation;
9. use of the calendar;
10. programs or "graduation" exercises where children are put on display or perform;
11. any forms of punishment that hurt or humiliate the child;
12. standardized tests.

At first glance it may appear that almost anything teachers do with curriculum is inappropriate but closer examination will reveal that often it is how we use curricula that makes it developmentally appropriate. Elkind (1989:114) explains:

> From a developmental perspective, the important task for educators is matching curricula to the level of children's emerging mental abilities: hence the principle of developmental appropriateness. Curriculum materials should be introduced only after a child has attained the mental level to master them.

Elkind also points out that curricula must be studied and analyzed to determine the level of mental ability that is required to comprehend them (1989:14). The following chart shows how teachers can take the examples of previously mentioned activities that are misused, analyze the activities by considering reasons for inappropriateness, review the opinions of theorists and specialists, change to appropriate activities, and experience the positive outcomes of using developmentally appropriate substitutes.

Changing Common Practices
(from inappropriate to appropriate)

Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
1. Teaching of the alphabet, numbers, numerals, colors, and shapes by rote and through use of workbooks and/or ditto, photo-copied or mimeo-graphed sheets with groups of pre-school children. Letter days or letter weeks	1. Piaget (1971) developed a list of stages of development; Hymes (1990) describes why these activities are inappropriate; Lowenfeld and Brittain (1987) warn against the use of ditto sheets, cut and paste activities, and tracing patterns; Elkind (1986) discusses harm from instruction that is formal and symbolic; Weikart (1971) discusses appropriate ways to help the cognitive development of children	1. Piaget's stages of development clearly demonstrate that pre-schoolers in the pre-operational stage (ages two through seven) are using symbols in play, art and language, to represent their world. Thinking is bound to the concrete even at the next stage (children are still unable to think abstractly). Hymes (1990) points out that children "are active and are not good sitters," therefore they cannot sit for lessons that are abstract and make lasting intellectual gains. Lowenfeld and Brittain (1987) cite the research of Russell and Waugamann who found that children's creativity was damaged once the children were provided with coloring book pages, tracing patterns and such. Elkind (1986) discusses pressures connected with formal lessons that destroy motivation and Weikart (1971) discusses the fact that the use of key experiences (not rote learning) is an effective way to teach pre-school children. Letter days or weeks are inappropriate because children live in the here and now and cannot remember to bring objects that begin with certain letters. Parents must often find the objects to bring. Letter days or week isolate the letters and preschool teachers should try to provide an integrated" or the "whole language" approach to reading (Hymes:1990). Research shows that learning letters in an isolated manner is of no significance. Largely teacher-directed activities cause stress. Letters apart from what is real have no significance.

(over for what is appropriate)

Substitutions

1. Activities that suit children's learning styles help children become exposed to letters, numerals, colors, shapes and so on without pressuring children to engage in highly teacher-directed, stress causing activities. When children are allowed to learn through play they are able to choose activities for which they are ready. Provide interesting real-life experiences such as interest centers, appropriate "key" experiences and time for children to work at their own pace. Use permanent centers of interest as well as temporary centers (if teachers are able to do so), as focal points; allow children to recognize and form letters of their choice.

   Use quality pieces of children's literature, including some alphabet and picture books.

   Use experience charts and rebus charts related to children's experiences.

Reasons for Appropriateness

1. Allowing children to choose activities from the environment keeps children self-motivated and eager to learn about themselves people events and objects. Children will form perceptions, store perceptions, ask questions, assimilate and make accommodations for new information as they are ready. Pressure will be eliminated as children experience through play.

   Quality pieces of literature help children become motivated to read as well as provide children with information and enjoyment.

   Children begin to see that their talk can be written.

Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
2. Completion of teacher selected and directed projects.	Same as #1	2. Elkind (1986) states "when adults intrude in self-directed learning of children and insist on their own priorities such as reading or math, they interfere with the self-directed impulse." Erickson (1963) describes this as the period when balance is struck between initiative and guilt; therefore the child may become dependent on adults and not trust own initiative.

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Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
3. Forcing children to write their names	Same as #1	3. Children do not have the eye/hand coordination, fine motor control, small muscle development, manual dexterity and visual activity to be able to be taught or forced to write their names. Forcing children to write causes pressure on the children which in turn causes stress and destroys motivation.

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Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
4. The majority of crafts.	4. Lowenfeld and Brittain (1987) point out that crafts are teacher directed; Kellog (1969) describes children's stages of art; Schirrmacher (1988) reports on Lowenfeld and Brittain and discusses positive art for early childhood programs; Cherry (1979) discusses all of the previously mentioned.	4. Art projects with a high degree of teacher or commercial input and direction shifts art from child to teacher. Children begin to take credit for projects (as parents and others praise them) that they lacked the skills to complete--the beginning of plagiarism and dishonesty. Children enjoy the process and care little about the project until adults insist. Crafts destroy personal creativity.

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Inappropriate Practices	Theorists' Opinions	Reasons for Inappropriateness
5. Seat work; coloring book pages; most holiday gifts; tracing patterns and dot-to-dot sheets; "'Weekly Reader" type papers; holiday celebrations	5. Same as #4	5. Too symbolic; work of commercial artists or teachers as opposed to work of child (imposition of teacher's concepts on child); keeps children seated instead of actively involved when children should be active due to physical needs and personal motivation; too much structure, reflected in specific directions following step-by-step progression; encourages mass production rather than personal creativity (all children in group instead of individuals often required to complete seatwork coloring book pages, dot-to-dot sheets or holiday crafts) Holiday celebrations show prejudice towards certain religious philosophies and cultures (children from families with different beliefs may not be allowed to participate in activities and/or feel uncomfortable); celebrations often mean decorations are put in classroom too early so that children become overstimulated; overstimulation of children causes discipline problems (too much emphasis on crafts, patterns and forced art work or programs interrupts children's natural flow of mental development)

Substitutions	Reasons for Appropriateness
5. Art tools such as large crayons, dustless chalk, paint of various types (tempera, fingerpaint, watercolors, and others); vegetable and plant dyes, talc-free, premixed clay; sponges and various types of paper	5. Children represent their own personally meaningful symbols; children learn about various types of safe art tools
Tables or interest areas with different activities so children can choose according to personal "age" and "stage" of readiness as well as personal interest (See Appendix A)	When children choose their own activity, motivation is high and creative abilities grow as opposed to diminish; writing materials help develop eye-hand coordination, visual abilities, fine motor control and so on.
Colored beads or other manipulators to encourage following patterns or sequence; place paper and writing tablets on interest tables for particular children who wish to use them; use one or two weekly reader papers on book stand.	Children use weekly newspapers because of interest, individually.
Matting and framing children's art for holiday gifts and/or keep yearly booklet with samples of children's work to present as a gift. If holidays must be celebrated, bring items relating to various cultures and discuss how different people celebrate in different ways. Keep holiday decorations to a minimum and only put them out two or three days before the holiday break.	Matting and framing shows that what the child produces is valued; adds finishing touches without changing child's work; further enhances aesthetic quality of child's work There are many ways holidays are celebrated. Discussing these various ways helps children appreciate and understand other people. When children see the decorations too early they become over-stimulated and "act out" or cause discipline problems. Too much emphasis may be placed on toys and gifts.

Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
6. Use of rewards such as stickers, stars, raisins, candy, or other items as extrinsic motivational items.	6. Hymes (1990) described types of motivation; Piaget (1971) described types of motivation; Katz (1990) warned to "stop, look and listen before conditioning"; any theorist or specialist who believes children should continue to operate from intrinsic or inherent motivation	6. Children become dependent on reward system and stop operating from inner motivation; children compare themselves with other children who receive rewards and become discouraged leading to feelings of failure and withdrawal from other activities; prevents or destroys rapport between child and teacher since children may put forth considerable effort that is not evident enough to merit an award; children may not want the reward; rewards take away personal joy of accomplishment that children could experience

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Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
7. Show-and-tell Time	7. Piaget (1971) describes stages of readiness; Hymes (1990) labeled show-and-tell negatively; Schirmmacher (1988) describes how to change from show-and-tell to a more appropriate activity. Erickson (1968) describes stages of personality development.	7. Extends group time for too long a period; causes children to need to bring toys and possessions from home; children are basically "shy" when asked to speak or "outgoing" to the point that other children may feel insecure; children who are listening have to wait too long while each person assigned has a turn; creates competition related to bringing articles; teachers have to safe-guard articles; pressures parents to provide articles

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Inappropriate Practice	Theorists' Opinion	Reason for Inappropriateness
8. Pledge to the flag	8. Piaget (1971) describes stages of cognitive development; Elkind (1986) describes harm from instruction that is too teacher-oriented, formal, and symbolic; Hymes (1990) discusses worn-out rituals and symbolic activities that do not include preschool children's personal involvement as negative; Elkind (1989) states that learning takes place when students are active, not passive learners	8. The pledge to the flag is abstract, passive and symbolic. Pre-school children do not know the purpose of a flag; saying the pledge becomes a worn-out ritual and could make children resent the flag for which they should be developing respect. Saying the pledge causes grouptime to be too long; children often lose respect for teachers when they are expected to engage in passive activities that have no meaning. (This contributes to lack of respect for teachers in general as children grow older and are faced with other inappropriate activities.)

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Inappropriate Practice	Theorists' Opinions	Reason for Inappropriateness
9. Use of calendar	9. See #3	9. The calendar is too abstract since children have difficulty understanding time. Preschool children cannot grasp the meaning of vocabulary words such as weeks, months and so forth. Learning is passive and rote. Calendars cause confusion in other activities (such as experience charts) since in other activities children are learning to move their eyes from left to right while calendars may show lone numbers (numerals for one or two) on far right of line at end of a row. Some children perceive that when a month or year is over something negative will occur; that, in fact, time will cease to occur; and calendars add to the length of grouptime that should be kept short. Children who fail to understand abstract learnings in experiences such as calendar often "act out" during grouptime.

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Substitutions	Reasons for Appropriateness
9. Place calendars of different sizes on permanent or temporary centers of interest; introduce them to small groups of children who are interested; help children learn sequence as they count beads or other appropriate objects or in activities such as cooking experiences; talk about day and night activities that take place in children's lives; introduce words like today, this morning, night, day, and so on at appropriate times	9. Children are actively involved, exploring objects of interest in their every day worlds; children are being introduced to words that lead to an understanding of time so that later they will understand calendars; children are not passively sitting since they are actively involved in examining and discussing calendars

Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
10. Programs or "graduation" exercises where children perform or are put on display for parents or other audiences	10. Hymes (1990) describes children as "shy" and not "hail fellows well met"; Piaget (1971) describes children's mental development; Erickson (1963) discusses personality development; Parton (1936) describes children's mental development; Parton (1936) describes children's stage of play; Elkind (1984) discusses negative aspects of pushing activities into preschool that should be saved for later years	10. Children may either be too "shy" or too "precocious" when put in performance situations; performing causes stress that in turn causes headaches, stomach aches, hair pulling, "acting-out" and self-consciousness; children lose too much time for normal mental development since they often spend time rehearsing (children are taken from the here and now in which they function); children may think they should be finished with school; graduation exercises finally have no meaning since children have had so many; trust is broken when children are laughed at while performing; programs induce competitive- ness since some children perform better (singing louder is an example) than others

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Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
11. Any forms of punishment that hurt or humiliate the child	11. Katz (1990) referred to time out as psychologically hurting children; Hildebrand (1990) discusses the negative effects of punishment; Erickson (1963) discusses the building of trust vs. mistrust; Gordon (1974) discusses stating all rules positively; Ganoitt (1968) wrote an entire book on positive guidance techniques; Goffin (1987) discusses children needing the support of adults; NAEYC (1987) discusses children's need to have opportunity for choices; Bredekamp (1984) discusses needs for high standards in centers	11. Punishment builds resentments, fears, antagonisms, and timidity instead of healthy, happy children who have high-self esteem; punishment is not consistently successful in inhibiting aggression or other undesirable behavior

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Inappropriate Practice	Theorists' Opinions	Reasons for Inappropriateness
12. Standardized tests	12. Elkind (1990) and others discussed the misuse of standardized tests and (1989) the overuse of measuring children's achievement by means of commercial or teacher made tests; Piaget (1971) discussed stages of cognitive development of young children; Hymes (1990) discusses readiness as a "state of being"	12. Standardized, commercial, or teacher-made tests are overused so that children and parents are more concerned about grades and test scores than what children have learned; gracing is inappropriate while children are in the beginning stages of development and learning since children need time to grow and learn; tests are often administered in artificial settings by strangers and these factors cause children to perform poorly; tests are often symbolic in nature and content and may discriminate against children from various cultures; there is no proof that standardized test results indicates true abilities of children to perform

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Conclusion:

Elkind (1989:113) quotes Bredecamp (1987) by stating that "The idea of developmentally appropriate educational practice -- that the curriculum should be matched to the child's level of mental ability -- has been favorably received in educational circles." Elkind goes on to point out:

> However, this positive reception is quite extraordinary, for developmentally appropriate practice derives from a philosophy of education that is in total opposition to the educational philosophy in practice in the majority of our schools. Perhaps for this reason developmental appropriateness has been honored more in word than in deed.

The twelve examples provided and analyzed are but a few of the activities and experiences offered young children. Many other common practices should also be reviewed. Once teachers begin to understand what is appropriate or inappropriate in one type of activity, it becomes easier for them to see what is appropriate or inappropriate in another.

There are far more early childhood theorists and specialists who have recommended appropriate practice than can be listed in a single writing. Teachers of young children could most certainly add their favorites. Theorists and other writers (experienced child development experts) free teacher or caregivers so they can plan and implement what is meaningful for children. Failing to make appropriate changes in highly structured, restrictive, symbolic and damaging curriculum negatively affects children and the early childhood profession as well. By voicing what is right for young children, the children benefit, the profession benefits, and ultimately society benefits. Early childhood educators must first practice what is preached before expecting respect from the general public.

The public is concerned with the quality of education of children since the field of education is responsible for developing human potential to its fullest extent. Years ago children did not begin school until they were six or seven years of age. Today children are grouped together at a very young age, sometimes as early as infancy. If teachers and/or caregivers of young children want them to develop socially, emotionally, physically and intellectually to the best of their abilities, curriculum will have to be developed so that it matches the needs of the children. This is a great responsibility. Early childhood curriculum that is appropriate, non-sexist and free from prejudism, allows children to make choices and engage in active interchange. Curriculum based on the child's level of mental abilities, is curriculum that is developmentally appropriate. As teachers consider the appropriateness of what they do, quality early childhood education will slowly become the rule, rather than the exeption.

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About the Speaker

Sue Miles started teaching second grade at twenty years of age in a Texas public school system. Later she began working with children under five years of age in the same district and spent a total of fourteen years with young children. Before leaving Texas, Sue did demonstration teaching for a Head Start Program in Beaumont, Texas. Her last two years of public school instruction were spent in Hinsdale, Illinois. During 1975, her first year at Waubonsee College, Sue worked with infants and two-year olds at the Waubonsee day care center. She developed a laboratory school for children from 2½ - 5 years where she did demonstration teaching for college students. Sue wrote the philosophy and designed the curriculum plan for the Children's Magnet Place that is now an integral part of the Waubonsee Child Development Center where college students observe. Sue's philosophy and teaching style came from such specialists as Elizabeth Evans and Dr. James Hymes, all advocates of the developmental approach. She also studied under Burton White at Harvard University.

As a Department Coordinator Sue Miles has repeatedly taught more than fourteen different types of classes in child development, including subjects such as teaching methods, parent education, and interpersonal effectiveness. Since the 1960's Sue has conducted approximately 1500 workshops, often serving as keynote speaker for colleges; public schools; Rotary clubs; local, state and national educational organizations; and community groups. Over the years Sue has talked to literally hundreds of children and served as a private consultant to parents. Sue also led a study group on a tour of London's British Infant schools.

Sue has been listed in Who's Who in the Midwest, Who's Who in American Women, Who's Who in World Women and various other biographical references. Sue has designed numerous child care settings and worked toward the improvement of low income day care settings as well as settings for all children. Sue has testified before the United States Congress to discuss the need for day care. She also appeared on the T.V. show Lifestyle to talk about children and stress. In 1989 she was Teacher of the Year at Waubonsee Community College. To relax Sue reads children's books and plays with her Yorkshire Terriers Benji, Jake, and Muffet.

Sue Miles has helped teachers change many a dreary setting into places where pleasant and meaningful activities take place. Labeled by workshop participants as a "witty and dynamic speaker," Sue gives practical suggestions that can be put into immediate use.

Sue is currently beginning her doctoral dissertation. You may contact her at Waubonsee Community College, Rt. 47 at Harter Rd., Sugar Grove, IL 60554. The telephone number is 708-466-4811.

UNIT TOPIC _____

TABLE 1

MON:

WED:

FRI:

27

TABLE 2

MON:

WED:

FRI:

TABLE 3

MON:

WED:

FRI:

42

TABLE 4

MON:

WED:

FRI:

DATES: _____

GROUP TIME

MON.

WED.

FRI.

SNACK:

MON.

WED.

FRI.

OUTDOOR STUDY:

NOTES:

Type of Center (Mini or Major)

Age of Child/Children

EXPERIENCE CENTER
(based on child's/children's interest)

Focus - Topic

Source/Sources-Concepts
Source/Sources-Activities

Goal: Children will be provided with materials that lead to physical, social, emotional and intellectual development as they experience the following concepts, facts, or occurrences (See bottom of page note:)

MATERIALS	SUBJECT AREAS		
	Social Studies	Language Arts	Science
GENERAL OBJECTIVES			

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Math	Art	Music	Sensory Motor	Social Interactions

Selected Objectives
(Preplanned)

1.
2.
3.
(Place (b) by behavioral objectives)

Note: 1. Place (c) by concepts.
2. Place (f) by facts.
3. Place (o) by occurrences
4. Place (a) by activities.

Plan
(Used With)
1. Individual Child _____
2. Group _____
If using with one
child list name: _____

Selected Objectives
(Accomplished)
1.
2.
3.
(Place (b) by behavioral objectives)

Revisions _____
for next _____
use: _____

(continued on back of page)

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Math	Art	Music	Sensory Motor	Social Interactions
The children will count the objects on the table (f or c) One-to-one correspondence will be experienced as children use the objects. (c or f) Seeds may be counted and sorted. (a) Math vocabulary such as set, group, more, less, greater than, lesser than and names of fraction parts will be introduced. (c) Apples will be cut into halves and fourths. (a) Pieces of apples will be distributed when passing to children. (a) The round shape of the apple as well as sizes of apples will be noted and compared. (c) Children will learn that a monetary value is placed on apples, their processing, transporting, and products. (c)	The aesthetic qualities of the center will be available in the form of a still-life for children. (c) Color, balance, design and shape will be noticed. (c) Detailed differences among apples will be noticed and identified in terms of colors, shapes, and sizes. (c or f). Tempera paints (the color of various apples) will be offered along with two or more types of paper and brushes. (a) A collage using paper (the colors of apples) could be made. (a) Prints could be made by dipping apples in tempera and pressing them on paper. (a) Many objects such as fishes or paper have been decorated using apples as a symbol. (c)	Children may: compose songs or chant in relation to apples; sing songs or chant apple rhymes or fingerplays about growing things; listen to the song "Apple Blossom Time"; pretend to pick fruit from high branches, pretend to climb ladders; pretend to fill bags with apples and into crates; pretend to drive tractors; pretend to be an apple on a tree and ripen; pretend to be blown to ground; pretend to be eaten; tap out rhythms using objects on table, discuss the sounds of apples as they are cut or eaten; note songs from T.V. commercials about apples; be introduced to old cliches about apples such as "An Apple a day keeps the doctor away."	The apples feel firm, cool, smooth or mushy (when turned to sauce). (c) The flavor varies from tart to sweet. (f) Apples are pretty to see. (c) Apples may have a certain smell, especially when being processed. (f) Children may hear particular sounds when biting or cutting apples. (f)	Children will: speak using acceptable language as they handle objects. (c and f) take turns using objects (c and f) show an interest and enjoyment in using the materials (c). treat objects with care (c and a) learn to use available resources (f and a) be introduced to terms such as "please" and "thank you" when others offer help. (c and f) be introduced to words such as cooperation, responsibility and teamwork. (c and f)

Selected Objectives
(Preplanned)

1.
2.
3.

(Place (b) by behavioral objectives)

Note: 1. Place (c) by concepts.
2. Place (f) by facts.
3. Place (o) by occurrences
4. Place (a) by activities.

Plan
(Used With)
1. Individual Child _____
2. Group _____
If using with one child list name: _____

Selected Objectives
(Accomplished)

1.
2.
3.

(Place (b) by behavioral objectives)

Revisions for next use: _____

(continued on back of page)

Mini

Type of Center (Mini or Major)

4 to 6 years

Age of Child/Children

EXPERIENCE CENTER

(based on child's/children's interest)

Focus - Topic

Source/Sources-Concepts

Source/Sources-Activities

Concept: Apples

Source: [illegible]

Early Childhood Ctr. [illegible]

Arts "Mackinac"

Goal: Children will be provided with materials that lead to physical, social, emotional and intellectual development as they experience the following concepts, facts, or occurrences (See bottom of page note:)

MATERIALS	SUBJECT AREAS		
	Social Studies	Language Arts	Science
[illegible]	Specific about subject: An apple is one of the most important fruits that grow on trees. Apple growers throughout the world produce about 5 billion bushels of the fruits annually. More than half of the apples grown are eaten fresh. Apples are baked into pies and [illegible] other tasty dishes. They are used to make apple butter, apple juice, applesauce and jelly. Apple juice may be sold fresh cider or vinegar. Apples are [illegible] and in large or fall. History: [illegible] Mediterranean lands people have grown [illegible] [illegible] [illegible]